

A HANDBOOK TO INTRODUCE CULTURE AND VOCABULARY TO HISPANIC
NEWCOMERS IN A U.S. EDUCATIONAL SETTING

Presented to
The Graduate Program of
Greensboro College

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in
Teaching English to Speakers of Other Languages

by
Jean Carlos Rodriguez Cardoza

December 2020

Advisor: Paula M. Wilder

Abstract

Understanding the relationship between language and culture is necessary when teaching a language; it is essential that teachers incorporate both language and culture into their everyday lessons, especially when working with culturally and linguistically diverse (CLD) students. Additionally, making sure that teachers welcome students' cultural background and native languages is crucial in order for learners to feel they are in a safe environment that is suitable for learning. Learners need to adjust to a new culture and language, and they need effective resources and strategies that allow them to start understanding the way people act, think and do things in the new setting. They must also understand essential language components in order to communicate in the L2 and for students to be able to access high quality education. Therefore, this paper provides an explanation for how to approach language and culture when working with Hispanic newcomers. It includes a guide that helps students learn about school culture and use essential language to communicate and understand ideas. On the one hand, the guide provides the students with information about how things are done in the new educational setting. On the other hand, it also provides them with English words and phrases with a close pronunciation, taking into account Spanish structure and sounds, encouraging the students to start communicating effectively in the L2 with peers and teachers.

Dedication

I dedicate this thesis to my beloved mother, who has been my source of inspiration and has provided me with emotional support.

To my brother, sister and relatives who have always encouraged me to keep going.

And lastly, I dedicate this thesis to my husband, Tim, who has given me the strength to push myself and not to give up.

Acknowledgements

I would like to thank Dr. Michelle Plaisance for being a constant support throughout the entire process, including the enrollment process, courses registration and communication. I would also thank Paula Wilder, my thesis advisor, for her guidance, feedback, and assistance in my thesis writing process.

Table of Contents

	Page
Title Page	i
Abstract	ii
Dedication	iii
Acknowledgments	iv
Table of Contents	v
List of Figures	vi
Chapters	
1. Chapter One: Introduction.	1
2. Chapter Two: Literature Review.	5
3. Chapter Three: Project Design	18
4. Chapter Four: The Final Project	21
5. Chapter Five: Conclusion	35
Appendix	38
References	52

List of Tables, Figures, and Maps

Figures	Page
4.1 Getting to school	22
4.2 Vocabulary used inside the bus	22
4.3 Unpacking	23
4.4 Vocabulary related to unpacking	24
4.5 Cafeteria	25
4.5.1 Cafeteria – Spanish information	25
4.6 Words/phrases related to the cafeteria.	26
4.6.1 Cafeteria words with images.	26
4.7 Going to the bathroom	27
4.8 Some words related to the bathroom	28
4.8.1 More words related to the bathroom	28
4.9 Classroom work.	29
4.9.1 Classroom work – Spanish information	30
4.10 Vocabulary related to the classroom	30
4.10.1 Some words related to the classroom in images.	31
4.11 Front office and school gym.	32
4.12 Playground and library	32
4.13 School dismissal	33

4.14	Saying good-bye	34
------	---------------------------	----

Chapter 1: Introduction

When I came to the United States, I had many situations where I felt I did not fit at all, and I could not understand American people even though there was not language barrier. I knew we did things differently, but experiencing those differences by ourselves is another story. After positive and negative experiences, I started to adapt myself and to understand American people. This situation made me think of newcomer children, who are still understanding the world, facing the challenges of learning a different language and culture.

Teachers have a responsibility to make sure students' experiences are positive. Every human being creates imprints in their brain that can be stored in the long-term memory. According to Rapaille (2007), "the combination of the experience and its accompanying emotion creates something known widely as an imprint" (p. 6). These imprints shape the way we act, think, and do things when being involved in certain situations. In schools, for instance, we see ESL and newcomer students experience different emotions towards their learning process while dealing with adapting to their new normal. I always have conversations with many students from Central and South America who have recently moved to the United States, and they indicate that they feel stressed out, frustrated and lost in the classroom because they do not know what to do and say in certain situations. Therefore, these educational experiences have given the students negative emotions that are going to be remembered forever. These imprints make pupils feel unmotivated, and most likely to give up. This is the reason why it is important for all teachers to

create positive emotions in every new experience that students are having with the purpose of making pupils feel welcomed and motivated to learn and try new things.

In addition, the language barrier is another factor that causes students not to try expressing their ideas in the classroom because they do not even have the foundational skills to do so. Starting to work on vocabulary knowledge about their immediate surroundings is crucial for the students to get familiar and be willing to try using the English language, and at the same time, to acquire reading, listening, speaking, and writing skills.

It is important that students know vocabulary in order to for them to convey and understand meaning. Therefore, it is essential for teachers to use receptive activities (listening and reading) in order for the students to develop vocabulary knowledge. According to Chang and Ma (2018), “Through listening they may learn to identify the forms and meanings of new words, which they then remember and in due course come to use” (p. 170). There is a significant relationship between students’ vocabulary and reading strategy use (Alemi & Tayebi, 2011, p. 87).

Taking into account the importance of vocabulary acquisition in L2 and culture, I want to work on a student handbook that can be given at the school districts with the purpose of providing Hispanic newcomers with the opportunity to adapt to the new educational setting/environment by giving them information of their surroundings in both languages (Spanish and English) so that they have a clear understanding of their new reality while becoming familiar with essential vocabulary and phrases that they would normally listen to in this kind of setting. I think it is a great opportunity to help students feel confident, motivated, and not overwhelmed because they are going to relate what is being written to their current environment.

I personally think that culture is an important topic when it comes to teaching culturally and linguistically diverse (CLD) students because it shapes everything about us: our mental processes, how we act, how we feel, etc. Furthermore, when we are in a cultural group, there are lots of things that we are not aware of. However, we become aware of those things when we are exposed to a different cultural environment/group. Therefore, I think it is important, not only for students, but for teachers to recognize those differences, learn how to approach to each other and, finally, embrace those differences that make us unique people.

Additionally, when I think of language proficiency and CLDs, vocabulary knowledge is highlighted as one important factor because we all need vocabulary to express meaning. We cannot move to higher levels (language proficiency) before we have mastered the basics (vocabulary). This is the reason why we, as teachers, need to work with all staff and administration as a team to make sure that all our newcomers are encouraged, involved and purposefully exposed to different language modalities, aided with anchor charts and other visuals in order for them to start building a strong base of the target language and to be successful in and out of the classroom.

As it was presented, the target population is Hispanic students who are new to the country and need a helping hand in addition to the teachers and peers. I am sure this student handbook will provide ESL students with something that makes them feel more at home (their language) while presenting, in a very clear way, everything that is around them. Adaptation is the key and helping newcomers in that process is going to aid them to better incorporate in their communities and the world.

Finally, I believe that teachers do everything that is possible within their power to support their students, no matter what it is, including sacrificing family time and working extra hours, in

order to make sure students are receiving what they need to be successful in the classroom (equity). Therefore, I am pleased to know that carrying out this product is going to contribute to students' lives, impacting them positively. This is something that they are going to remember as a good experience in the United States for the rest of their lives.

Chapter 2: Literature Review

Learning a foreign language is a complex process. It is necessary to work on the different language skills such as listening, reading, writing, and speaking in order to acquire competence in that language. However, those skills cannot be taught without culture because culture and language are inexplicably linked to each other. According to Xue (2014), “when we study English, we will not only develop language skills, that is, the competence in listening, speaking, reading and writing, but try to understand the significance of behaviors, values and other cultural background of the English-speaking countries as well” (p. 1492). There is a close relationship between language and culture. Some studies have shown that language is inexplicably bound up with culture; in consequence, L2 learners cannot truly learn the language without acquiring knowledge about its culture and native speakers (Dema & Moeller, 2012; Sun, 2013). Therefore, “if we teach language without teaching, at the same time, that culture in which the language operates, we are teaching meaningless symbols” (Xue, 2014, p. 1493). Thus, all teachers need to make sure to include both language and cultural aspects into their teaching so that the students can articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts/environments.

In addition, in order for students to develop language skills, and they first need vocabulary to help them build the basis for a strong lexicon. According to Li and Zhang (2019), “without sufficient L2 vocabulary knowledge, L2 listening and reading comprehension can be extremely difficult, if not impossible” (p. 86). Furthermore, researchers highlight the impact of

vocabulary in speaking skills. “Vocabulary knowledge considerably contributes to speaking proficiency, including speed fluency, accuracy, and self-correction” (Koizumi & In'nami, 2013, p. 910). And Zhai (2016), found “vocabulary is the foundation of writing, and vocabulary is one of the most important features that determine writing quality” (p. 755). In summary, vocabulary is an essential aspect that needs to be acquired/worked first in order to have competence in language skills (reading, writing, listening and speaking).

Culture

There are some aspects of culture that can be noticed by observation (superficial aspects), while there are others that can be understood only when interacting and involving in a particular cultural group (deeper aspects). Hofstede et al. (2010) found “while change sweeps the surface, the deeper layers remain stable, and the culture rises from its ashes like a phoenix” (p. 26). In addition, the deeper the intercultural communication, the psychological aspects of culture have an even more significant effect on the speakers and listeners (Colbert, 2010; Euler, 2017; Hofstede et al., 2010). To minimize the negative effects of some intercultural communications, there are some of the aspects that should be covered when discussing cultural differences that involve stereotypes, famous events, hero figures, worldviews, values, and beliefs (Schulz, 2007; Barnes-Karol & Broner, 2010; Kearney, 2010). Furthermore, there are some aspects of culture that impact everyone's lives. For instance, researchers have pointed out that culture involves what people from a specific cultural group think, do, and have (the philosophical perspectives, the behavioral practices and the tangible and non-tangible products) (Chen & Yang, 2016; Feraro, 1995; Xue, 2014). Therefore, when working with culturally and linguistically diverse (CLD) students, teachers are aware of their own perceptions of culture (Ghanem, 2015), effective

strategies for teaching culture (Chen & Yang, 2016; Euler, 2017; Xue, 2014), factors that benefit CLDs in the classroom, including parental involvement and use of the mother tongue (L1) so that the teachers can deliver integral instruction where students always benefit (Szilágyi et al., 2013; Pacheco et al., 2015).

Teaching Culture Principles

When teaching culture, teachers need to take into consideration some principles to make sure all students are benefiting from learning. According to Xue (2014), the use of the target language is always essential in the classroom in order for teachers to create a cultural environment that is suitable for all learners. Furthermore, students need to have the chance to compare and contrast between their own culture and the new culture so that they can work on understanding accuracy and using materials that have suitable level of difficulty in order to keep their motivation high and not to lose confidence (Krashen, 1982). In addition, Xue (2014) pointed out that culture is broad field; therefore, teachers need to know which part of culture is going to be covered, including culture differences in order for the students to have a better understanding of the target culture. Furthermore, teachers need to recognize that learners need to have enough knowledge of their own culture that they are going to use to explore the target culture (Dema & Moeller, 2012; Kramsch, 1993). Also, teachers need to involve all people who around the students, such as administrators, staff, and course, parents to create a safe environment for the students to feel welcome. According to Szilágyi et al. (2013), “supporting children in maintaining their heritage language and culture is the responsibility of all stakeholders involved in a child’s life” (p. 117). For instance, parents can also promote the ethnic cultural knowledge in everyday/daily activities with their children (Mehta, 2017). These

activities include preparing food, cooking, greetings, and ways to address people. Besides, teachers can encourage parents to find games where their mother tongue is used so that the students can experience authentic and enjoyable context (Szecsi & Szilágyi, 2012).

Strategies to Teach Culture

All teachers need to make sure, when teaching culture, that students' roles are active at all times in order to create meaningful learning in cultural perspectives. According to Dema and Moeller (2012), "the acquisition of culture should be changing from teacher lecture about culture to students discovering culture first hand through inquiry projects and activities, placing the learner at the center of the learning process" (p. 80). Therefore, teachers need to engage students in their learning process and create an environment where that motivates all learners to make discoveries and explore their creativity.

There are some strategies that teachers can use to help students understand the target culture. One strategy is to make sure that students' motivation is high at all times, by bringing the real life to the classroom and experiencing the target language in real-life situations. According to Xue (2014), "the first step to conduct cultural teaching is to arouse their interest and widen insight into this language and its culture" (p. 1495). For instance, one way to motivate students is by experiencing situations that might look different from their own culture. Chen & Yang (2016) stated that "engaging the students with genuine culture elements through culture field trips, helping students understand the realities of their surroundings, bridging the cultural gap" (pp. 173-174). For example, going to a restaurant to create opportunities for the students to compare with their own culture and also, to help the students to create their own cultural knowledge. Additionally, the use of authentic materials such as projects helps the students

understand more about the target culture. Euler (2017) said, “cultural projects provide learners with a variety of sources for linguistic and cultural information, including newspapers, magazines, the internet, television, reports, and others” (p. 67). Therefore, teachers need to search, select, and bring those materials to expose students to different aspect of culture.

Another strategy that is essential when teaching culture is about involving native and non-native instructors to benefit both language and culture teaching. According to Ghanem (2015), native speaker instructors can consciously compare cultural situations and explain them to the students while non-native instructors can teach students effective strategies to learn L2 since non-native instructors used those strategies when they were learning that target language. Ghanem (2015) stated that, “native speaker and non-native instructors have demonstrated advantages and disadvantages both parties bring to the profession, especially in the ESL/EFL context” (p. 182). However, there is a division between teachers that might cause the teaching process to be difficult. According to Ghanem (2015), native speaker instructors believe themselves to be authorities in teaching their own culture, while non-native speaker instructors feel non-legitimate” (p. 182). In order for students to receive what they need to be successful in the classroom, teachers need to work together, identify their strengths and weaknesses with the purpose of educating learners integrally.

Finally, it is necessary that teachers spend quality time preparing and selecting the contents of culture classes to bring to the classroom. According to Xue (2014), there are a few aspects that need to be covered in culture classes, including cultural connotations of words (for the students to have a deeper understanding of essential vocabulary in the target language), expressions/idioms with distinct target culture features (for the students to know and express a whole idea by using a few words), cultural factors affecting verbal and non-verbal

communication and cultural differences are (pp. 1496-1497). Thus, preparation of cultural classes is, indeed, necessary to make students know, adapt and involve in the target culture.

Culture is an inseparable to language that always needs to be present in the classroom. However, there are some aspects that need to be improved to fully implement this essential aspect into language teaching. This includes directions/guidelines and planning time. Ghanem (2015) pointed out, “while culture is admittedly important, teaching culture in the FL [foreign language] classroom has remained a challenge for the past 50 years” (p. 174). Therefore, teachers and administrators need to collaborate with each other and, search for ways to make the teaching process flow smoothly so that every child in schools can benefit at all times.

One of the challenges to teach culture is the lack of standards that show how culture classes look like. In addition, teachers have different conceptions of what culture is. As Chen and Yang (2016) stated, “foreign language instructors often lack resources, effective strategies, and technology to teach cultural perspectives” (p. 169). And Ghanem (2015) added “defining and identifying which cultural aspects should be included in the FL classroom are both unclear” (p. 174). Additionally, the majority of the books/guides only cover a small portion of culture, concentrating mainly on the language aspects.

Another challenge to teach culture is that teachers feel they have a busy curriculum, not allowing them to add more aspects into their teaching. As a consequence, teachers cannot spare space in an already overcrowded curriculum (Ghanem, 2015; Graves, 2002; Omaggio-Hadley, 2001). Furthermore, teachers do not have enough time in school for class planning and, teachers use family time to fulfil all their students’ needs. According to Simbula (2010), one of the teachers’ job demand is family conflict in that teachers must prepare teaching materials and examinations for the next day at home and have to sacrifice family time.

To help with this situation, the school systems have to provide teachers with opportunities to have workshops about different topics in order to present innovative strategies or topics that teachers can investigate and try by their own with the purpose of improve lesson planning and create suitable materials. Also, the implementation of portfolios and databases would be beneficial for teachers to refer when having problems or specific situation that they need support with, and frequent peer observations for professional growth since teachers can know what their strengths and weaknesses are while working cooperatively (Chen & Yang, 2016; Ghanem, 2015). In summary, teachers need to collaborate/help each other in order to be better every day, polish their practices and, indeed, make sure students receive quality education at all times.

Incorporating Technology into Cultural Classes

Technology is a powerful resource that all teachers need to implement in many ways in order to prepare the students in the 21st century. According to Dema and Moeller (2012), “when teachers integrate powerful technological tools into their instruction, students are allowed to personally interact with real data and solve open-ended problems” (p. 76). Therefore, when teachers take advantage of technological tools to involve students, the students have a better understanding of the target culture. For instance, researchers have pointed out that students get a deeper understanding of daily life culture, including food, housing and patterns of behavior, in formal and informal settings through technology (Dema & Moeller, 2012; Kukulska-Hulme, 2010). Besides, technology provides students with the chance to be independent and motivated while learning cultural aspects. Dema and Moeller (2012) stated the following:

Through the use of interactive media, students become less dependent on the printed word and more engaged with authentic cultural content they can access and explore freely, because they have more control of the selection and application of materials and resources. (p. 82)

In addition, there is a list of activities that can be implemented in the classroom to benefit culture learning. For instance, the use of social media, blogs, online news and galleries, audiobooks, podcasts, and the like allow the students to create their own L2 cultural knowledge, to have a cultural understanding of different perspectives of L2 native speakers, and to engage in learning. In other words, students have the chance to interact directly with L2 and its culture without time and place restrictions (Chen & Yang, 2016; Dema & Moeller, 2012; Kukulska-Hulme, 2010; Lee, 2009). Thus, the implementation of technology enhances the teaching experience, incorporates the components of culture (perspectives, practices, and products), and thus allows students to build their own language and culture knowledge.

Use of Heritage Language in the Classroom

Even though English has been the dominant language in schools in the United States, there are lots of other schools that use a different language in instruction. For instance, studies have shown that there is a recent growth and interest in heritage language due to the immigration of people who speak a language other than English (Pacheco et al., 2015; Ryan, 2013). When working with CLD students, teachers make sure students feel welcomed and create an environment where students' mother tongue is allowed. According to Pacheco et al. (2015), "a classroom that welcomes students' heritage languages can be a space where ELLs [English language learners] participate alongside their mainstream classmates and demonstrate their

expertise” (p. 50). However, some teachers think it is exhausting work to incorporate a language different than English. For instance, any ESL or content teacher considers that including students’ heritage language into instruction is demanding because it is usually a language that the teacher does not understand (Karathanos, 2010; Pacheco et al., 2015). Thus, in order for CLD students to fully bring out their full potential, teachers need to make sure that heritage language is used in the classroom to reach academic achievement. In addition, they need to make sure that there is teamwork between the learners and the teacher. Pacheco et al. (2015) found the following:

As teachers interact with students, they have the opportunity to learn more about students’ heritage languages, expertise, and background knowledge. As students interact with the teacher and their peers, they have the opportunity to learn more about the text, language, and the tools needed for comprehending both. (p. 53)

Therefore, when students have the chance to use their heritage language in the classroom and interact with others by using it, their participation increases, their academic achievement improves, and their full potential is expanded.

There are a few different ways to include heritage language into the instruction. One of them involves collaborative translations where the CLDs work with other students in order to learn more about L2 and its culture. One of the advantages of collaborative translations is that students can have deeper understanding because they actively construct meanings within the English texts and reconstruct these meanings into their heritage language (Cole, 2013; Hall et al., 2011; Jimenez et al., 2015; Pacheco et al., 2015; Puzio et al., 2013; Szilágyi et al., 2013). Another way to include heritage language in the classroom is by using both bilingual books as and bilingual students to help other classmates with the purpose of supporting literacy and

helping language proficiency in both the mother and the English language. According to Szilágyi et al. (2013), having students read bilingual books, summarize in both languages, participate in bilingual book talks, and then work with a bilingual buddy contributes to literacy development and language proficiency in both languages. In addition, teachers can create awareness of cognates between languages to figure out the meaning of unknown words. According to Pacheco and Goodwin (2013), “students use morphological knowledge in their heritage language to help derive meanings of unknown words in English” (p. 50). This effective strategy allows the CLDs to rely on their mother language to make the connection in the target language, impacting positively their performance and participation in the classroom. For example, Szilágyi et al. (2013) stated, “the systematic use of cognates has the potential to increase students’ vocabulary, reading comprehension, and spelling skills in both languages” (p. 119).

In summary, in order for the CLD students to increase confidence, participation and willingness to learn English, teachers need to communicate across language barriers and create opportunities for students to succeed in the classroom by recognizing their strengths and applying effective strategies where students can use their mother language to access to learning in the way the students know best. Additionally, teachers have the chance to assess what the students know about the topic (prior knowledge) and to become more involved in the students’ learning process by using these strategies.

Vocabulary in L2

In order for students to reach language proficiency, they first need vocabulary knowledge to convey and understand an idea. According to Alemi and Tayebi (2011), “vocabulary is a basic component of language proficiency which provides the basis for learners’ performance in other

skills, such as speaking, reading, listening and writing” (p. 81). Therefore, teachers need to make sure students are exposed to wide range of vocabulary as well as peer interactions so that all the students can learn (or increase the knowledge of) new words and their meaning while benefiting from comprehending and producing ideas. Christ and Wang (2010) stated that, “knowing a word’s meaning includes knowing what the word refers to and being able to limit the use of the word to actual examples” (p. 85). However, teachers find that students have different levels in terms of lexical knowledge. Christ and Wang (2010) stated, “some children come to school knowing far fewer words than others” (p. 84). Therefore, purposefully teaching vocabulary to learners and making sure cooperative learning is present in the classroom are essential aspects to help all students to increase vocabulary knowledge and at the same time, to receive what they need to be successful in the classroom.

In addition, there are some effective strategies to help students to acquire and increase vocabulary knowledge. One of them is purposefully expose learners to new words throughout the day, explanations, conversations, etc. in order for the students to receive the input in different ways. In particular, frequent word exposure in different contexts and the chances to use the target words help learners to obtain/learn vocabulary (Christ & Wang, 2010; Sibanda & Baxen, 2018). Additionally, taking advantage of technology to help students use the target words is essential for the teachers to do in order to engage learners and enhance the learning experience. According to Dema and Moeller (2012), “a variety of technology tools and applications exist to allow the teacher to tailor language to individual students as they interact, explore and experiment with the target language” (p. 87). Another effective strategy to teach vocabulary is about teaching explicitly/intentionally the target words and meaning with the purpose of helping students with vocabulary development and understanding concepts. Researchers suggested many methods

suitable for involving learners in active and deep processing of the words, to expose learners to different modalities, and to review/reinforce target words. Such methods include using eliciting-type questions, embedded definitions, repeated word reading and saying, word stress, leaving out blanks activities for students to complete, synonym and antonyms, contextual word use, analogies, non-verbal demonstrations of words and direct explanations (Christ & Wang, 2010; Sibanda & Baxen, 2018; Tan et al., 2015; Tan, 2016). Additionally, making sure that students are working on incidental vocabulary learning is also necessary because learners can infer meaning of unknown words by taking into account the context. To maximize the acquisition of incidental vocabulary, it is necessary that students are exposed to constant reading and listening activities, and also, that teachers teach the students mental tools to infer meanings from context. (Christ & Wang, 2010; Rashidi & Adivi, 2010; Tan, 2016; Webb and Chang, 2015). Finally, another strategy that teachers can use in the classroom to promote vocabulary knowledge is about creating spaces where all learners have the chance to use target words in different contexts or activities. Christ and Wang (2010) stated that, “providing opportunities for children to use newly learned word is a critical aspect of supporting word learning” (p. 89). And proposed different activities, such as using Venn diagrams, retelling stories, dictating stories, incorporating theme-related arts and crafts, and performing dramatic plays, etc. (Christ & Wang, 2010, pp. 89-90).

Conclusion

Teachers need to take into consideration that language and culture are inseparable entities. Thus, the implementation of effective strategies to bring both language and cultural aspects to the classroom is essential in order to give the students what they need to be successful. Also, recognizing, acknowledging and welcoming CLD students' background is necessary for

them to fully expand their potential and benefit from instruction, as well as allowing the use of their mother tongue with the purpose of making connections in the target language and comparing their own culture with the target culture. Additionally, in order for students to have competence in language skills (reading, writing, speaking and listening), it is necessary that students learn vocabulary and meanings through the constant exposure of the newly words, using effective strategies to intentionally (and incidentally) teach those target words and of course, create opportunities/chances for learners to use these words in meaningful contexts with peers, parents, teachers and community in general.

Chapter 3: Project Design

In this chapter, I explain the rationale behind creating a handbook to introduce culture and vocabulary to Hispanic newcomers in a U.S. educational setting. The handbook intends to be used by all teachers when working with culturally and linguistically diverse (CLD) students that are new to the school system in order for the learners to be familiar with the new culture, classroom procedures, expressions and essential vocabulary, to communicate through language barrier and at the same time, to adequately attend to cultural diversity in the classroom by the teacher. According to Colbert (2010), “when teachers have knowledge of their biases and accept different cultural qualities, it is easier for them to recognize the creative ways that students express themselves” (p. 16).

In schools, CLD students typically deal with problems that negatively affect their academic performance and motivation. According to Cairo et al. (2012), many CDL students, in public schools in the United States, have received little, interrupted, or no prior education, loss of family/home, and identity, impacting learner’s performance in school and life in the United States. For this reason, it is necessary that teachers embrace and welcome students’ culture and language so that the students can be motivated and can have access to suitable content knowledge. Szilágyi et al. (2013) stated that “using L1 version of the lessons unables beginning L2 learners to access the grade-appropriate content knowledge” (p. 119). Thus, When the teachers promote an environment for CLD students to use their mother tongue, students have more opportunities to reach their full potential since they can make connections with L1 and L2

and its culture. Researchers have pointed out that students use morphological knowledge in their heritage language to infer meaning of unknown words, increasing vocabulary, reading comprehension and spelling skills in both L1 and L2 (Szilágyi et al., 2013; Pacheco et al., 2015). Additionally, it is necessary that teachers involved parents/guardians in the process in order to make students feel included and valued. According to Pang (2010), when teachers bring something ELLs are familiar with and inviting parents or other people from their cultural community, students feel their native language is honored by the teachers and peers.

The final product of this project provides teachers with necessary information that CLD students need in order to become familiar with the surroundings and start understanding the new context/reality, such as essential vocabulary and school culture. This handbook will provide teachers with cultural aspects that CLD students need to understand about how/why people do things the way they do. For this reason, teachers need to make sure that students understand how people behave/do things in the new academic setting so that the learners feel confident when expressing their ideas and can start adjusting in school. Pang (2010) stated that “ELLs remain quiet in an English speaking environment because they lack confidence, they feel inferior to the main culture in the classroom, and/or they are unfamiliar with the American culture” (p. 72). Therefore, students need to have the chance to experience the target culture and compare it to their own in order for the learners to create their own cultural knowledge, and also, teachers need to adopt culturally sustaining pedagogies in their practices to dig deeper into culture. According to Blackman (2017), “culturally sustaining pedagogies include exploring culture through language, values, belief systems, family roles, relationship to land, notions of justice and so on” (p. 1).

Ultimately, this handbook will help teachers and students to introduce essential vocabulary and phrases that are needed for students to make connections in the L2 and get involved in conversations with others. For instance, Alharbi (2015) maintained that, “language learners need to master both spoken and written forms of vocabulary and distinguish its meaning to craft successful meaningful connections socially and mentally” (p. 501). Thus, promoting an environment where students interact with other students is essential, especially with English native speakers. According to Peregoy and Boyle (2013), ELLs (English language learners) usually develop incidental vocabulary by having conversations as they network socially with English speakers in and out the school. Additionally, vocabulary needs to be worked on in a daily basis so that ELLs can continuously learn words, use them often with the purpose of increasing their vocabulary knowledge. Lane and Allen (2010) stated that “unless vocabulary becomes an integral part of everyday literacy instruction, the gap among groups will continue to widen, making it harder for low-performing groups to catch up to their peer” (p. 364). Therefore, teachers need to intentionally include vocabulary into the lessons as well as to have additional resources to enrich CLD students’ vocabulary knowledge and make sure the learners are challenged/pushed appropriately, according their language level.

Chapter 4: The Final Project

The present project is the design of a guide to support newcomer students in the classroom about school culture, procedures, and vocabulary. This guide has two characters: one American boy (Tim) and a Latino one (Carlos). The American boy is presenting how a regular day at school looks like in both English and Spanish while introducing common vocabulary and phrases that are essential in an educational setting in the United States in order for the CLD students to become familiar and get started speaking since the guide provides a close pronunciation of the English words and phrases, taking into account the Spanish structure and its sounds so that Hispanic students can start producing in L2.

The first section of the guide is about how students get to school (Figure 4.1. See also Appendix, Page #3), and it provides students with information related to means of transportation used to get to school, things to do (and take into account) inside the bus and essential vocabulary (Figure 4.2. See also Appendix, Page #5 & #6).

Getting to School

I would like to show you the different ways we can get to the school. We can come by foot, by bike, by car or by bus.

In your country, you may have to pay for the school bus. However, in the United States, the school transportation is free for all students. This is really good news, right?

These buses are yellow and some benefits of using them includes:

- The chance to be on time at school.
- These school buses are designed to be safer than passenger vehicles.
- Parents can save money since they don't have to spend on gas.

Llegando a la escuela

Me gustaría mostrarte las diferentes formas en que podemos llegar a la escuela. Podemos venir a pie, en bicicleta, en carro o en autobús.

En su país, es posible que debas pagar el autobús escolar. Sin embargo, en los Estados Unidos, el transporte escolar es gratuito para todos los estudiantes. Esto es realmente bueno, ¿cierto?

Estos autobuses son amarillos y algunos de sus beneficios incluyen:

- La oportunidad de estar a tiempo en la escuela.
- Estos autobuses escolares están diseñados para ser más seguros que los vehículos de pasajeros regulares.
- Tus padres pueden ahorrar dinero, ya que no tienen que gastar dinero en gasolina.

Figure 4.1. *Getting to School*



¡Ahora veamos algunas de las palabras claves que puedes escuchar/usar en el autobús!

Let's see some key words you may hear/use on the bus!



Figure 4.2. *Key Vocabulary Inside the Bus*

After Tim presents the “getting to school” section, he starts showing about unpacking (Figure 4.3. See also Appendix, Page #7) which normally happens after arrival. Tim explains general procedures and gives Carlos specific phrases/key words that he may hear or use in this part of the day (Figure 4.4. See also Appendix, Page #8).

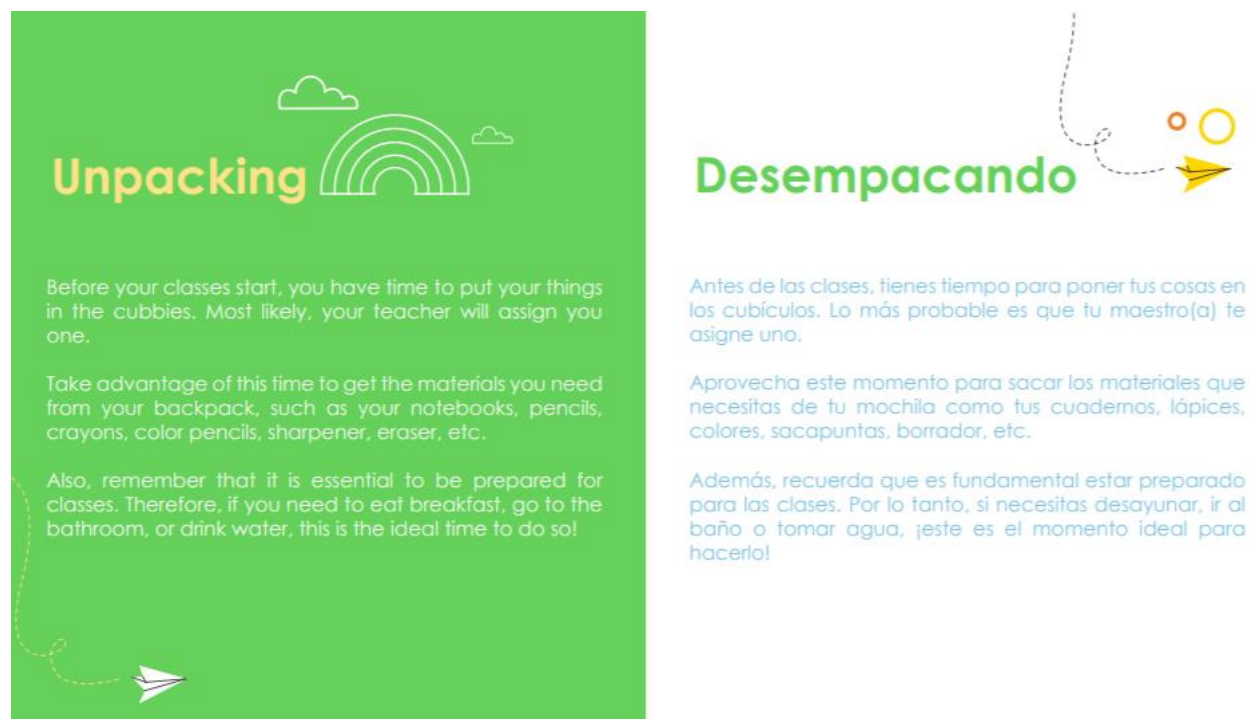


Figure 4.3. *Unpacking*



Some words and phrases you might hear or use when unpacking are:

Algunas palabras o frases que podrías escuchar o usar cuando desempaques son:

- Cubbies (**cobis**) - cubículos
- Backpack (**bakpak**) - maleta
- Coat/jacket (**cout/yake!**) - chaqueta
- Eraser (**ireiser**) - borrador
- Notebook (**noutbuk**) - cuaderno
- Pencil (**pensol**) - lápiz
- Colored pencils (**colord pensols**) - lápices de colores
- Crayons (**crei-yons**) - crayolas
- Lunch box (**lonch box**) - lonchera
- Homework (**jomguork**) - tarea
- Sharpener (**sharpener**) - sacapuntas
- Carpool riders (**carpul raiders**) - pasajeros en carro
- Walkers (**guokers**) - caminantes
- Bus riders (**bas raider**) - pasajeros de autobús.
- Hang your coat in your cubbies (**jeng iur cout in iur cobis**) - cuelga tu chaqueta en tu cubículo
- Hang your book bag (**jeng iur buk bag**) - cuelga tu maleta
- Take out you materials needed to learn (**teik aut iur matirials nired tu lorn**) - Saca los materiales necesarios para aprender
- Put your lunch box in the designated area (**put iur lonch box in de designeired eria**) - Pon tu lonchera en el área designada
- Turn in your homework (**torn in iur jomguork**) - entrega la tarea
- Sharpen your pencil (**sharpen iur pensol**) - saca la punta a tu lápiz
- Use the restroom (**iur de rest-rum**) - Usa el baño
- Drink water (**drink guorer**) - Toma agua
- Eat breakfast (**it breik-fast**) - desayuna
- Start your morning work (**start iur mornin guork**) - empieza tu trabajo de la mañana




Figure 4.4. Vocabulary Related to Unpacking

Next, Tim walks Carlos to the cafeteria (Figure 4.5 & Figure 4.5.1. See also Appendix, Page #10 & #11) to familiarize Carlos about some rules, including lunch number, drink and food choices, where to go afterwards, and words/phrases (Figure 4.6 & Figure 4.6.1. See also Appendix, Page #12 & #13).

Cafeteria Breakfast and Lunch

After arriving to your classroom in the morning and unpacking, you should go immediately to have breakfast, by walking in the hallway in silence to the cafeteria. Choose your food items of your choice and sit in the designated area for students. Eating all your food helps you to have the energy that you need throughout the day!

Additionally, to go and have lunch at noon, you always line up in silence and go with your teacher to the cafeteria. There, you can take your food and milk/juice of your choice. Don't forget to take your lunch number (or student card) to give it to the cashier. Then, take your lunch and sit down to eat.

Remember to have good manners at the table. Some expectations include:

- Stay seated when eating.
- Only talk with the peers around you to keep the voice level low.
- Do not throw food or liquid at others.
- Do not take food from others' trays.
- Do not share food since there are students on specific diets.
- Wait for the cafeteria helper/teacher to tell you when to throw your trash away and leave the cafeteria.

** If you bring lunch from home, sit down when you arrive to the cafeteria. After eating, wait for the sign of a cafeteria helper/teacher to stand up and throw your trash away. Come back to class with your teacher, walking in a silent line.



Figure 4.5. Cafeteria

Cafetería Desayuno y Almuerzo

Después de llegar a su salón de clases por la mañana y desempacar, debes ir inmediatamente a desayunar, caminando por el pasillo y en silencio hacia la cafetería. Elige los alimentos que desees y siéntate en el área designada para los estudiantes. ¡Comer toda tu comida te ayuda a tener la energía que necesitas durante todo el día!

Además, para ir a almorzar al mediodía, siempre haces fila en silencio y vas con tu maestro a la cafetería. Allí, puedes tomar tu comida y la leche/jugo de tu elección. No olvides llevar tu número de almuerzo (o tarjeta de estudiante) para dárselo al cajero(a). Luego, toma tu almuerzo y siéntese a comer.

Recuerda tener buenos modales en la mesa. Algunas expectativas incluyen:

- Permanecer sentado mientras comes.
- Hacer solamente con los compañeros que le rodean para mantener el nivel de voz bajo.
- No arrojes alimentos ni líquidos a otras personas.
- No tomes la comida de las bandejas de otros niños.
- No compartas alimentos ya que hay alumnos con dietas específicas.
- Espera a que el ayudante de la cafetería/maestro te diga cuándo tirar la basura y salir de la cafetería.

** Si traes el almuerzo de tu casa, siéntate cuando llegues a la cafetería. Después de comer, espera la señal de un ayudante de la cafetería/maestro para ponerte de pie y tirar la basura. Vuelve a clase con tu profesor, caminando en una fila silenciosa.



Figure 4.5.1. Cafeteria – Spanish Information



Words and Phrases you may hear/ Use in the Cafeteria

- Lunch box (**lonch box**) - Lonchera
- Lunch number (**lonch number**) - Número para almorzar.
- Tray (**frei**) - bandeja
- Trash (**trash**) - basura
- Clean up (**clinap**) - limpiar
- Line up (**lainap**) - hacer la fila
- Sit down (**sit daun**) - sentarse
- Spoon (**spun**) - cuchara
- Fork (**fork**) - tenedor
- Utensils (**iuten-sols**) - combinación de cubiertos para comer
- Ketchup (**ketchap**) - salsa de tomate
- Mayo (**meio**) - mayonesa
- Stay in a single file line (**stei in a singol fail lain**) - permanece en una fila derecha.
- Grab everything you need before sitting down (**grab evrithin iu nid bifer sirin daun**) - Toma todo lo que necesitas antes de sentarte
- Sit down in your assigned table (**sit daun in iur asigneired teibol**) - Siéntate en su mesa asignada
- Clean up your mess (**clinap iur mes**) - Limpia tu desorden
- Please, throw your trash away and line up (**pliz, trou iur trash ewei and lainap**) - Por favor, tira su basura y haz la fila




Figure 4.6. Words/Phrases Related to the Cafeteria



Figure 4.6.1. Cafeteria Words with Images

Following the presentation of the cafeteria to eat breakfast and lunch, Tim and Carlos move on to the bathroom where Tim shows some recommendation to take into account while using the toilet and sink and what to do when busy (Figure 4.7. See also Appendix, Page #15). Tim also provides Carlos with images, words, and phrases to easily relate the meaning (Figure 4.8 & Figure 4.8.1. See also Appendix, Page #16 & #17).



Figure 4.7. *Going to the Bathroom*



Now, let's see some vocabulary words that are related to the bathroom:

Ahora miremos el vocabulario que está relacionado con el baño:

- Toilet (**toilet**) - inodoro
- Mirror (**mirror**) - espejo
- Sink (**sink**) - lavamanos
- May I go to the bathroom/restroom? (**mei ai gou tu de bath-rum**) - ¿Puedo ir al baño?
- Turn the faucet on (**turn the focet on**) - Abre el grifo
- Turn the faucet off (**turn the focet of**) - cierra el grifo
- Don't play in the bathroom (**dont plei in de bath-rum**) - No juegues en el baño
- Leave when you finish (**lif uen iu finish**) - Vete cuando termines
- Wash your hand (**quosh iur hend**) - lavate las manos
- Flush the toilet (**flosh de toilet**) - baja el inodoro



Figure 4.8. Some Words Related to the Bathroom



Figure 4.8.1. More Words Related to the Bathroom in Images

After explaining and showing some essential things about the bathroom, Tim and Carlos move forward to the classroom. Tim explains the difference Carlos may find in American classrooms like rotations (Figure 4.9 & Figure 4.9.1. See also Appendix, Page #18 & #19) and provides some phrases that teacher may say so that Carlos become familiar and start understanding others easily (Figure 4.10 & Figure 4.10.1. See also Appendix, Page #21 & #22).

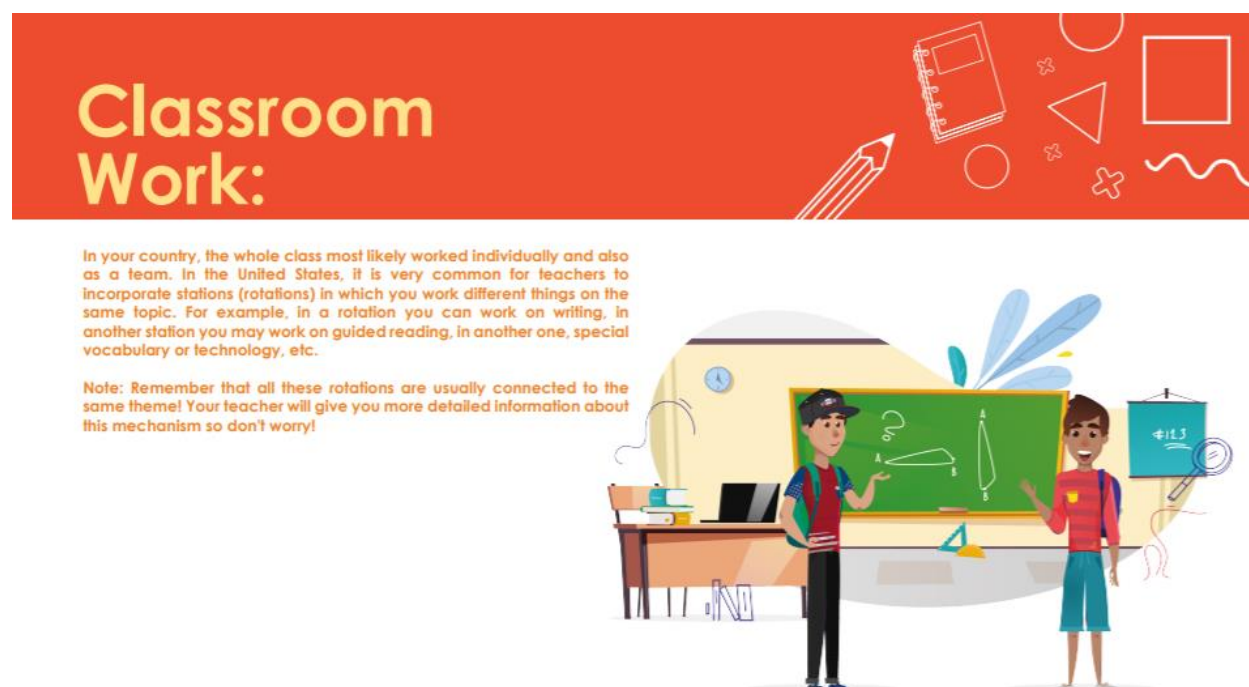


Figure 4.9. *Classroom Work*



Figure 4.9.1. Classroom Work – Spanish Information

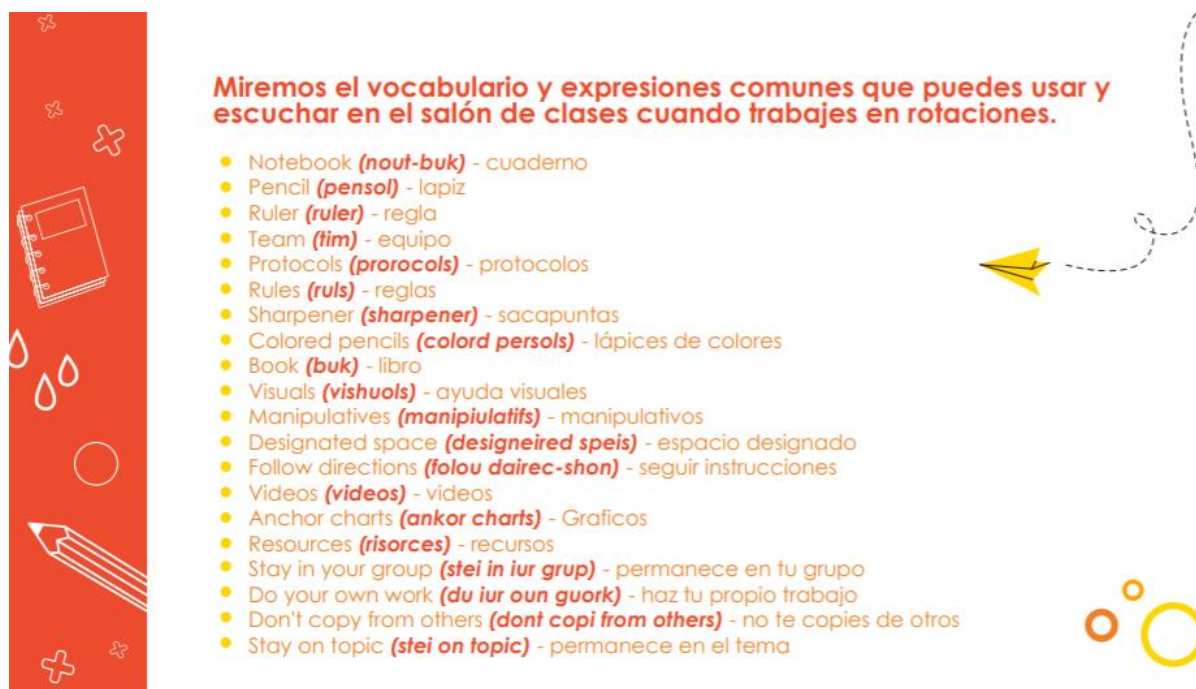


Figure 4.10. Vocabulary Related to the Classroom

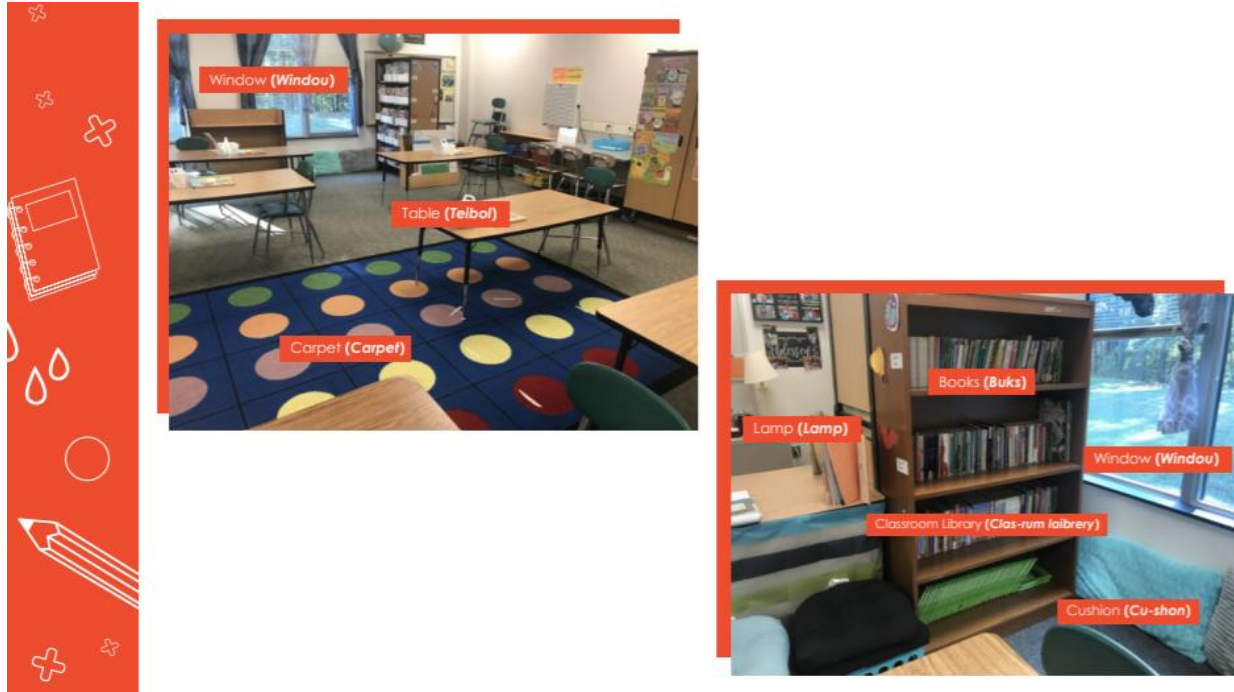
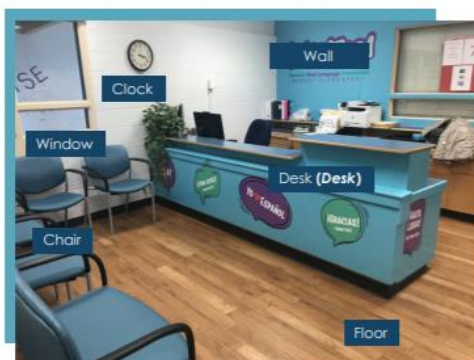


Figure 4.10.1. *Some Words Related to the Classroom in Images*

Following the classroom presentation, Tim and Carlos walk around the school facilities where Carlos may go sometimes during the week to receive additional classes and enjoy free time. Also, Tim presents some key vocabulary that Carlos may also find in those specific settings (Figure 4.11 & 4.12. See also Appendix, Page #23 & #24).

Now, let's see some school facilities where you may be at some point when attending other classes, go to administration or play in your free time.

Ahora, veamos algunas instalaciones escolares en las que puedes estar en algún momento cuando asistas a otras clases, vayas a administración o juegues en tu tiempo libre.



Front Office (*front ofis*) - Recepción.

Gym (*yim*) - Gimnasio

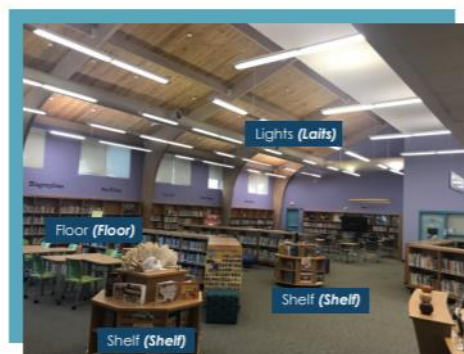


Figure 4.11. *Front Office and School Gym*

Now, let's see some school facilities where you may be at some point when attending other classes, go to administration or play in your free time.

Ahora, veamos algunas instalaciones escolares en las que puedes estar en algún momento cuando asistas a otras clases, vayas a administración o juegues en tu tiempo libre.

Playground (*plei-graund*) - Patio de la Escuela



Library (*lai-bre-i-ri*) - Biblioteca

Figure 4.12. *Playground and Library*

Finally, Tim and Carlos get to the last part of the day which is the dismissal (Figure 4.13. See also Appendix, Page #25). Tim reminds Carlos what to take home so that he can continue working on some specific skills in order to be successful in and out of the classroom. Finally, they say good-bye to each other (Figure 4.14. See also Appendix, Page #27).

Dismissal

And we have reached the end of the school day... Just as we talked about different ways to get to school, we use those same ways to leave: by foot, by bike, by car or by bus.

You must pay attention to the school schedule: buses leave at a specific time, those who walk leave at another time and of course, those who go by car too. Therefore, having active listening is super important so that the output is calm and harmonious. Your teacher will help you with this schedule, but you must be very attentive to the call on the intercom/speaker! Remember: This is the time for you to put your things in your backpack: your homework and the materials you need to complete it!

- Well, Carlos... It has been my pleasure to show you a little bit about this new world for you. Keep in my mind that YOU ARE NOT ALONE! We are here to help each other in this new journey! Good-bye!
- Bye, Tim! ¡Ha sido un placer!

Salida

Y hemos llegado a la parte final de la jornada escolar... Así como hablamos de diferentes formas de llegar a la escuela, también usamos esas mismas maneras para irnos: caminando, en bici, en carro o en bus.

Debes estar atento al horario de la escuela: los buses se van a una hora determinada, los que caminan se van a otra hora y por supuesto, los que van en carro también. Así que tener una escucha activa es super importante para que la salida sea tranquila y armoniosa. Tu maestro(a) te va a ayudar con este horario, ¡pero debes estar muy atento al llamado por el altavoz!

Recuerda: ¡Este es el momento de guardar tus cosas en la mochila: tu tarea y los materiales que necesitas para completarla!

Figure 4.13. *School Dismissal*

- Bueno Carlos... Ha sido un placer mostrarte un poco sobre este nuevo mundo para ti.
¡Recuerda que NO ESTÁS SOLO! ¡Estamos aquí para ayudarnos mutuamente en este nuevo viaje! ¡Adiós!
- ¡Adiós, Tim! ¡Ha sido un placer!



Figure 4.14. Saying Good-Bye

Chapter 5: Conclusion

Language and culture are inseparable entities, and they need to be included in every lesson, especially when working with CLD students. Making sure students are receiving both language and cultural education requires lots of time and preparation. Therefore, it is necessary that all teachers, administrators, and staff always work together and help each other so that students' success becomes the number one priority in schools.

As an immigrant ESL learner, during my adjustment time in the United States, I felt the need to learn more about American culture so that I could understand others better because language was not the only thing that I needed to really understand and communicate with American people. I became more interested in learning culture along with language, and I started making American friends with the intention of identifying cultural differences that I could compare and contrast. This has allowed me to create my own cultural perspectives. As a teacher, I have seen many of CLD students struggling, not only with understanding the English language, but with understanding the American culture. For this reason, I decided to work on a guide that included both language and cultural materials to help Hispanic newcomers with their transition in the United States, showing them how things are done in America and providing them with essential words/phrases that students may hear or start using in different scenarios at school.

During my journey of writing my thesis, I had the opportunity to dig deeper into my topics, and I was amazed by how much I learned from others' points of view by doing research and by trying strategies. I implemented some of these strategies in my classroom with my

Spanish learners and the outcome was positive in terms of both learning results and student attitudes.

I feel more prepared, and I know more about how to approach vocabulary knowledge and culture. In addition, since I am passionate about language and culture, I watched many videos of different professionals talking about these topics as well as articles from other fields, other than education, and I can now share valuable contents with my grade level team at the school where I work for because these teachers also have CDL students, and they do not feel confident when differentiating instruction for ESL learners because they did not speak the same language (Szilágyi et al, 2013, p.120) or they were not ESL teachers. Some of the teachers have tried specific strategies that involved the use of bilingual books in whole/small groups, partnership with bilingual students and allowing the mother tongue in the classroom.

Additionally, I hope that teachers are open to welcoming students' heritage language and culture into their classroom and to involve parents in the learners' learning process so that CLD students feel acknowledged, welcomed, and motivated to learn every day. I expect this guide to connect, not only CLDs with their peers, but also students and their teachers so that they can all work together on every single educational goal, learning from each other, and communicating through language barriers.

Finally, I would love my project to be delivered at school districts to newcomer families so that they can explore the materials together at home to prepare their child(ren) for what is coming and have conversations about it and discuss what expected in schools. I would also love for my project to be used by all teachers, especially at the elementary and middle levels, when working with culturally and linguistically diverse students because these newcomer learners have to adapt to a new culture and a setting where their mother language may not be a common

language spoken by others. It is our job to make sure students feel they are in a safe environment where differences are acknowledged, welcomed, and accepted and, of course, to make sure students always receive what they need to be successful in the classroom.

Appendix: Guide Pages

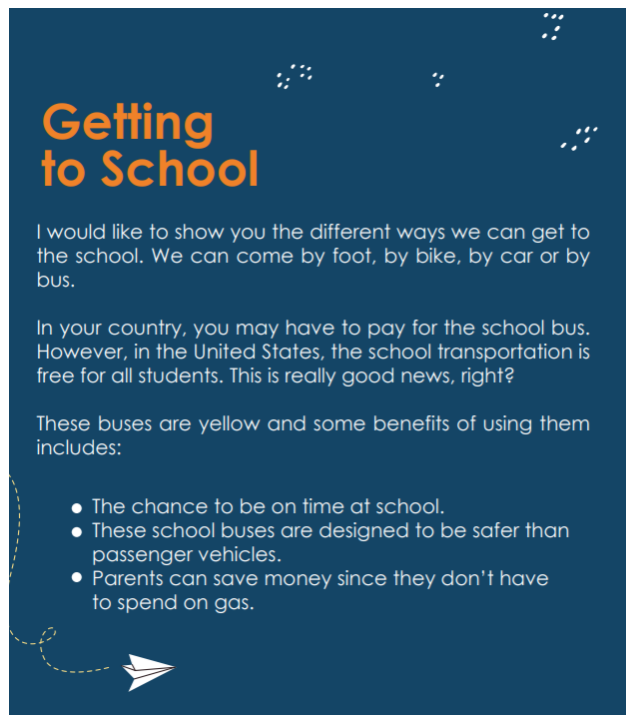
“A Handbook to Introduce Culture and Vocabulary to Hispanic Newcomers in a U.S. Educational Setting”



Page #1



Page #2



Getting to School

I would like to show you the different ways we can get to the school. We can come by foot, by bike, by car or by bus.

In your country, you may have to pay for the school bus. However, in the United States, the school transportation is free for all students. This is really good news, right?

These buses are yellow and some benefits of using them includes:

- The chance to be on time at school.
- These school buses are designed to be safer than passenger vehicles.
- Parents can save money since they don't have to spend on gas.

Llegando a la escuela



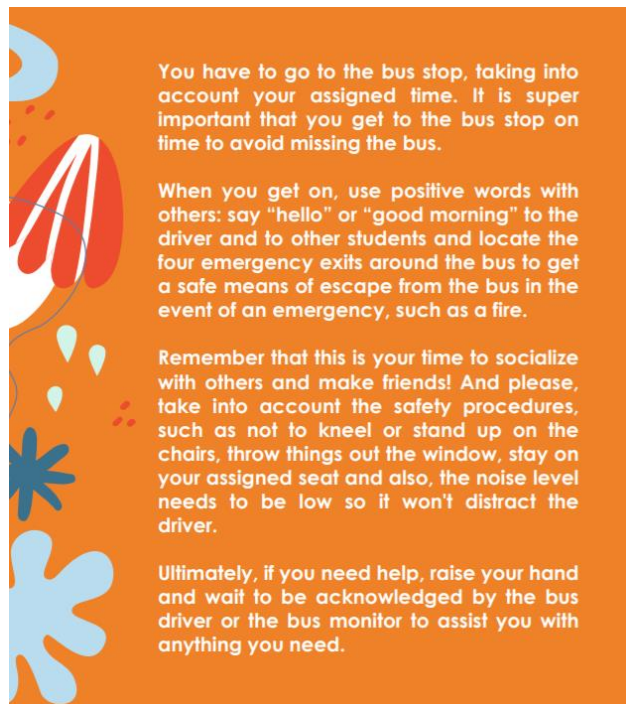
Me gustaría mostrarte las diferentes formas en que podemos llegar a la escuela. Podemos venir a pie, en bicicleta, en carro o en autobús.

En su país, es posible que debas pagar el autobús escolar. Sin embargo, en los Estados Unidos, el transporte escolar es gratuito para todos los estudiantes. Esto es realmente bueno, ¿cierto?

Estos autobuses son amarillos y algunos de sus beneficios incluyen:

- La oportunidad de estar a tiempo en la escuela.
- Estos autobuses escolares están diseñados para ser más seguros que los vehículos de pasajeros regulares.
- Tus padres pueden ahorrar dinero, ya que no tienen que gastar dinero en gasolina.

Page #3



You have to go to the bus stop, taking into account your assigned time. It is super important that you get to the bus stop on time to avoid missing the bus.

When you get on, use positive words with others: say "hello" or "good morning" to the driver and to other students and locate the four emergency exits around the bus to get a safe means of escape from the bus in the event of an emergency, such as a fire.

Remember that this is your time to socialize with others and make friends! And please, take into account the safety procedures, such as not to kneel or stand up on the chairs, throw things out the window, stay on your assigned seat and also, the noise level needs to be low so it won't distract the driver.

Ultimately, if you need help, raise your hand and wait to be acknowledged by the bus driver or the bus monitor to assist you with anything you need.

Tienes que ir a la parada del bus, teniendo en cuenta tu hora asignada. Es muy importante que llegues a la parada del autobús a tiempo para evitar perderlo.

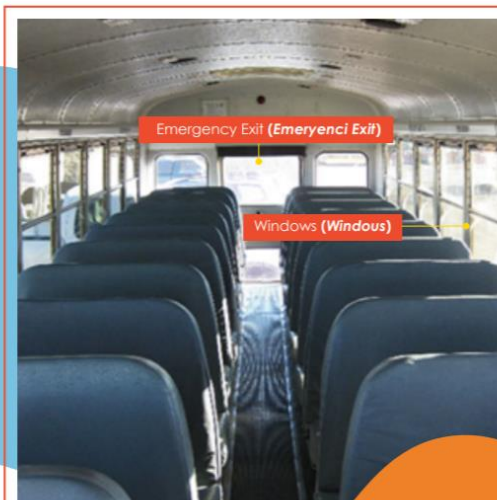
Cuando te subas, usa palabras positivas con los demás: di "hola" o "buenos días" al conductor y a otros estudiantes y ubica las cuatro salidas de emergencia alrededor del autobús para obtener un medio seguro de escape en caso de una emergencia, como un incendio.

¡Recuerda que este es tu momento para socializar con otros y hacer amigos! Y por favor, ten en cuenta los procedimientos de seguridad, como no arrodillarse o pararse en las sillas, tirar cosas por la ventana, permanecer en su asiento asignado y también, el nivel de ruido debe ser bajo para que no distraiga al conductor.

Por último, si necesita ayuda, levanta la mano y espera a que el conductor o el monitor del autobús se den cuenta para ayudarte con cualquier cosa que necesites.

Page #4

Let's see some key words you may hear/use on the bus!



¡Ahora veamos algunas de las palabras claves que puedes escuchar/usar en el autobús!

Page #5

Phrases: (freises)



- Please, stay seated (**pliz, stei sired**) - Por favor, permanece sentado(a).
- Make sure you clean after yourself (**meik shur iu clin after iurself**)
Asegurate de limpiar todo después de ti mismo(a).
- No eating or drinking (**no irin or drinkin**) - No comer o beber
 - Get on the bus (**geron de bas**) - Montarse al bus
 - Get off the bus (**gerof de bas**) - bajarse del bus



Page #6

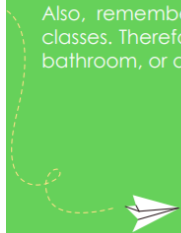
Unpacking



Before your classes start, you have time to put your things in the cubbies. Most likely, your teacher will assign you one.

Take advantage of this time to get the materials you need from your backpack, such as your notebooks, pencils, crayons, color pencils, sharpener, eraser, etc.

Also, remember that it is essential to be prepared for classes. Therefore, if you need to eat breakfast, go to the bathroom, or drink water, this is the ideal time to do so!



Desempacando



Antes de las clases, tienes tiempo para poner tus cosas en los cubículos. Lo más probable es que tu maestro(a) te asigne uno.

Aprovecha este momento para sacar los materiales que necesitas de tu mochila como tus cuadernos, lápices, colores, sacapuntas, borrador, etc.

Además, recuerda que es fundamental estar preparado para las clases. Por lo tanto, si necesitas desayunar, ir al baño o tomar agua, ¡este es el momento ideal para hacerlo!

Page #7



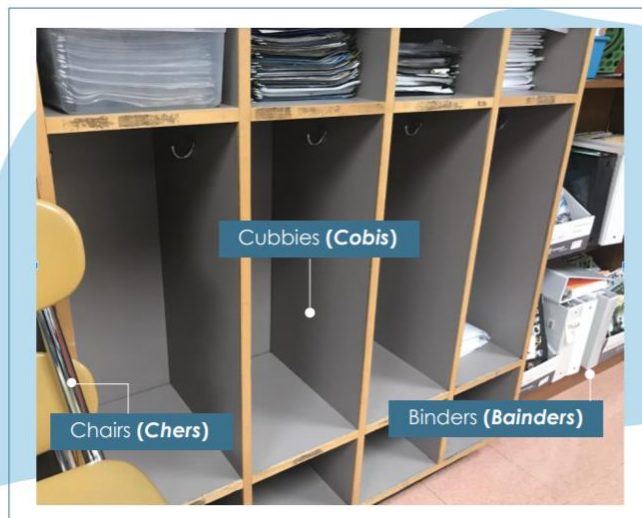
Some words and phrases you might hear or use when unpacking are:

Algunas palabras o frases que podrías escuchar o usar cuando desempaques son:

- Cubbies (**cobis**) - cubículos
- Backpack (**bakpak**) - maleta
- Coat/jacket (**cout/yaket**) - chaqueta
- Eraser (**ireiser**) - borrador
- Notebook (**noutbuk**) - cuaderno
- Pencil (**pensol**) - lápiz
- Colored pencils (**colord pensols**) - lápices de colores
- Crayons (**crei-yons**) - crayolas
- Lunch box (**lonch box**) - lonchera
- Homework (**jomguork**) - tarea
- Sharpener (**sharpener**) - sacapuntas
- Carpool riders (**carpul raiders**) - pasajeros en carro
- Walkers (**guokers**) - caminantes
- Bus riders (**bas raider**) - pasajeros de autobús
- Hang your coat in your cubbies (**jeng iur cout in iur cobis**) - cuelga tu chaqueta en tu cubículo
- Hang your book bag (**jeng iur buk bag**) - cuelga tu maleta
- Take out you materials needed to learn (**telk aut iur matirials nired tu lorn**) - Saca los materiales necesarios para aprender
- Put your lunch box in the designated area (**put iur lonch box in de designeired eria**) - Pon tu lonchera en el área designada
- Turn in your homework (**torn in iur jomguork**) - entrega la tarea
- Sharpen your pencil (**sharpener iur pensol**) - saca la punta a tu lápiz
- Use the restroom (**iur de rest-rum**) - Usa el baño
- Drink water (**drink guorer**) - Toma agua
- Eat breakfast (**it breik-fast**) - desayuna
- Start your morning work (**start iur mornin guork**) - empieza tu trabajo de la mañana



Page #8



Page #9

Cafeteria Breakfast and Lunch

After arriving to your classroom in the morning and unpacking, you should go immediately to have breakfast, by walking in the hallway in silence to the cafeteria. Choose your food items of your choice and sit in the designated area for students. Eating all your food helps you to have the energy that you need throughout the day!

Additionally, to go and have lunch at noon, you always line up in silence and go with your teacher to the cafeteria. There, you can take your food and milk/juice of your choice. Don't forget to take your lunch number (or student card) to give it to the cashier. Then, take your lunch and sit down to eat.

Remember to have good manners at the table. Some expectations include:

- Stay seated when eating.
- Only talk with the peers around you to keep the voice level low.
- Do not throw food or liquid at others.
- Do not take food from others' trays.
- Do not share food since there are students on specific diets.
- Wait for the cafeteria helper/teacher to tell you when to throw your trash away and leave the cafeteria.

** If you bring lunch from home, sit down when you arrive to the cafeteria. After eating, wait for the sign of a cafeteria helper/teacher to stand up and throw your trash away. Come back to class with your teacher, walking in a silent line.



Page #10

Cafetería Desayuno y Almuerzo

Después de llegar a su salón de clases por la mañana y desempacar, debes ir inmediatamente a desayunar, caminando por el pasillo y en silencio hacia la cafetería. Elige los alimentos que desees y siéntate en el área designada para los estudiantes. ¡Comer toda tu comida te ayuda a tener la energía que necesitas durante todo el día!

Además, para ir a almorzar al mediodía, siempre haces fila en silencio y vas con tu maestro a la cafetería. Allí, puedes tomar tu comida y la leche/jugo de tu elección. No olvides llevar tu número de almuerzo (o tarjeta de estudiante) para dárselo al cajero(a). Luego, toma tu almuerzo y siéntese a comer.

Recuerda tener buenos modales en la mesa. Algunas expectativas incluyen:

- Permanecer sentado mientras comes.
- Hola solamente con los compañeros que le rodean para mantener el nivel de voz bajo.
- No arrojes alimentos ni líquidos a otras personas.
- No tomes la comida de las bandejas de otros niños.
- No compartas alimentos ya que hay alumnos con dietas específicas.
- Espera a que el ayudante de la cafetería/maestro te diga cuándo tirar la basura y salir de la cafetería.

** Si traes el almuerzo de tu casa, siéntate cuando llegues a la cafetería. Después de comer, espera la señal de un ayudante de la cafetería/maestro para ponerte de pie y tirar la basura. Vuelve a clase con tu profesor, caminando en una fila silenciosa.

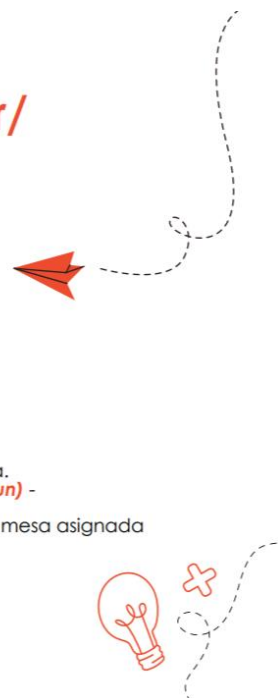


Page #11

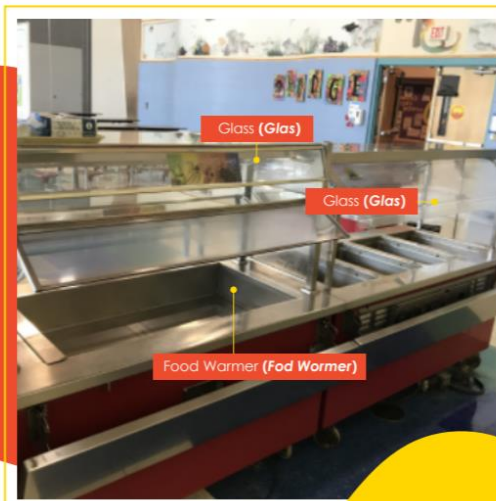
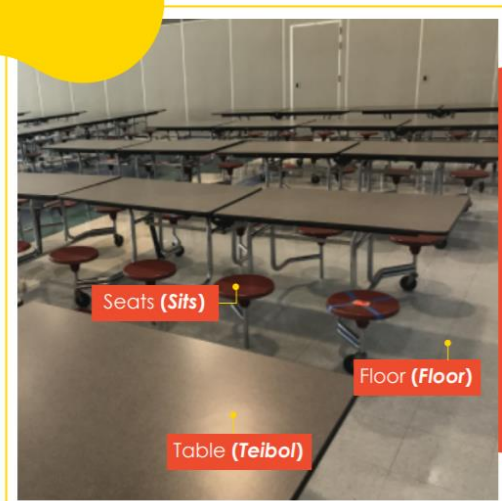


Words and Phrases you may hear/ Use in the Cafeteria

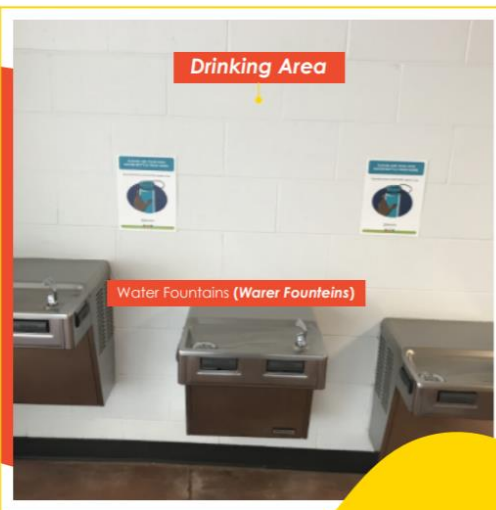
- Lunch box (**lonch box**) - Lonchera
- Lunch number (**lonch number**) - Número para almorzar.
- Tray (**frei**) - bandeja
- Trash (**trash**) - basura
- Clean up (**clinap**) - limpiar
- Line up (**lainap**) - hacer la fila
- Sit down (**sit daun**) - sentarse
- Spoon (**spun**) - cuchara
- Fork (**fork**) - tenedor
- Utensils (**iuten-sols**) - combinación de cubiertos para comer
- Ketchup (**ketchap**) - salsa de tomate
- Mayo (**meio**) - mayonesa
- Stay in a single file line (**stei in a singol fail lain**) - permanece en una fila derecha.
- Grab everything you need before sitting down (**grab evrithin iu nid bifer sirin daun**) - Toma todo lo que necesitas antes de sentarte
- Sit down in your assigned table (**sit daun in iur asigneired teibol**) - Siéntate en su mesa asignada
- Clean up your mess (**clinap iur mes**) - Limpia tu desorden
- Please, throw your trash away and line up (**pliz, trou iur trash ewei and lainap**) - Por favor, tira su basura y haz la fila



Page #12



Page #13



Page #14

Going to the Bathroom

Look at the signs to identify the girls' restroom and the boys' restroom. The first thing you do in this place is to check if there is space for you to use the bathroom. If there are more students than urinals/toilets, you must wait outside until some students come out and there is room for you!

When there is space, use the bathroom, keeping a few rules in mind: flush the toilet and wash your hands after using the bathroom to wash off germs.

Note: be careful with hot water and don't leave the tap running because the water is wasted!

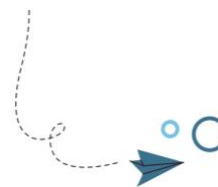


Yendo al Baño

Mira las señales para identificar el baño para niñas y el baño de niños. Lo primero que haces en este lugar es revisar si hay espacio disponible para usar los baños. Si hay más estudiantes que baños, ¡debes esperar afuera hasta que salgan algunos estudiantes y haya espacio para ti!

Cuando haya espacio, usa el baño teniendo en cuenta algunas normas: baja el inodoro y lávate las manos después de usar baño para eliminar gérmenes. (wash of germs)

Nota: ¡ten cuidado con el agua caliente y no dejes el grifo abierto porque el agua se desperdicia!



Page #15

Now, let's see some vocabulary words that are related to the bathroom:

Ahora miremos el vocabulario que está relacionado con el baño:

- Toilet (**toilet**) - inodoro
- Mirror (**mirror**) - espejo
- Sink (**sink**) - lavamanos
- May I go to the bathroom/restroom? (**mei ai gou tu de bath-rum**) - ¿Puedo ir al baño?
- Turn the faucet on (**turn the faucet on**) - Abre el grifo
- Turn the faucet off (**turn the faucet off**) - cierra el grifo
- Don't play in the bathroom (**dont plei in de bath-rum**) - No juegues en el baño
- Leave when you finish (**lif ven iu finish**) - Vete cuando termines
- Wash your hand (**guosh iur hend**) - lavate las manos
- Flush the toilet (**flosh de toilet**) - baja el inodoro



Page #16



Page #17

Classroom Work:

In your country, the whole class most likely worked individually and also as a team. In the United States, it is very common for teachers to incorporate stations (rotations) in which you work different things on the same topic. For example, in a rotation you can work on writing, in another station you may work on guided reading, in another one, special vocabulary or technology, etc.

Note: Remember that all these rotations are usually connected to the same theme! Your teacher will give you more detailed information about this mechanism so don't worry!



Page #18

Trabajo en el Salón de Clases:

En tu país, lo más probable es que toda la clase haya trabajado de manera individual y también en equipo. En Estados Unidos es muy común que los maestros incorporen estaciones (rotaciones) en las cuales tu trabajas cosas diferentes acerca de un mismo tema. Por ejemplo, en una rotación puedes trabajar escritura, en otra estación lectura guiada, en otra vocabulario especial o tecnología, etc.

Nota: ¡Recuerda que todas estas rotaciones normalmente están conectadas con el tema! Tu maestro te dará más información detallada acerca de este mecanismo así que no te preocupes!



Page #19

Miremos el vocabulario y expresiones comunes que puedes usar y escuchar en el salón de clases cuando trabajas en rotaciones.

- Notebook (**nout-buk**) - cuaderno
- Pencil (**pensol**) - lapiz
- Ruler (**ruler**) - regla
- Team (**tim**) - equipo
- Protocols (**prorocols**) - protocolos
- Rules (**ruls**) - reglas
- Sharpener (**sharpener**) - sacapuntas
- Colored pencils (**colord persols**) - lápices de colores
- Book (**buk**) - libro
- Visuals (**vishuols**) - ayuda visuales
- Manipulatives (**manipiulatifs**) - manipulativos
- Designated space (**designeired speis**) - espacio designado
- Follow directions (**folou dairec-shon**) - seguir instrucciones
- Videos (**videos**) - videos
- Anchor charts (**ankor charts**) - Graficos
- Resources (**risorces**) - recursos
- Stay in your group (**stei in iur grup**) - permanece en tu grupo
- Do your own work (**du iur oun guork**) - haz tu propio trabajo
- Don't copy from others (**dont copi from others**) - no te copies de otros
- Stay on topic (**stei on topic**) - permanece en el tema



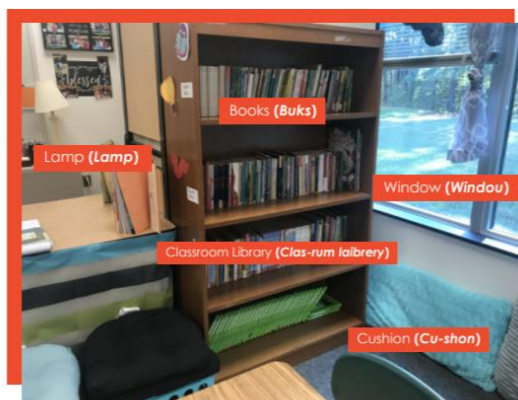
Page #20

Miremos el vocabulario y expresiones comunes que puedes usar y escuchar en el salón de clases cuando trabajes en rotaciones.

- Start your first rotation/station (**start iur ferst route-shon**) - empieza tu primera rotación/estación
- Be respectful of others' opinions by listening carefully (**bi respectful of others opinions bai lisenin quer-fuli**)
Se respetuoso(a) con las opiniones de los demás escuchando atentamente
- Wait for your turn to talk (**wait for iur torn**) - espera tu turno para hablar
- Always take all the materials with you (**ol-we-is teik ol de matirials with iu**)
siempre lleva todos los materiales contigo
- Use the resources provided in the classroom (**iur de risorces provaired in de clas-rum**)
Usa los recursos dados en clase
- Make sure you contribute / be an active participant (**meik shur iu contributi / bi an actif participant**)
Asegúrate de contribuir / se un(a) participante activo(a)
- Don't be loud (**dont be láud**) - No seas ruidoso(a)
- Time is up (**taimisáp**) - se acabó el tiempo.
- Clean your area (**clin iur eiria**) - limpia tu area
- Go to the next station/rotation (**gou tu de next stei-shon / routei-shon**)
ve a la siguiente estación/rotación
- Come to the carpet (**com tu de carpet**) - ven al tapete
- Talk to your partners (**fok tu iur part-ners**) - Habla con tus compañeros
- Go to page ____ (**gou tu peich ____**) - Ve a la pagina ____
- Read aloud (**rid aloud**) - Lectura en voz alta
- Choral reading (**corol riding**) - Lectura en coro



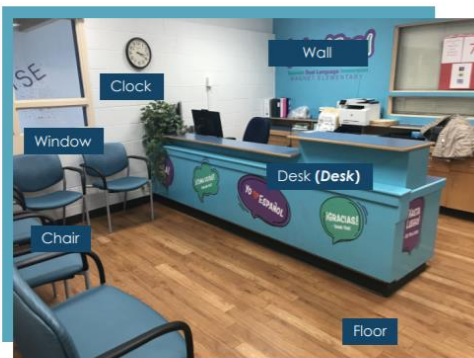
Page #21



Page #22

Now, let's see some school facilities where you may be at some point when attending other classes, go to administration or play in your free time.

Ahora, veamos algunas instalaciones escolares en las que puedes estar en algún momento cuando asistas a otras clases, vayas a administración o juegues en tu tiempo libre.



Front Office (*front ofis*) - Recepción.

Gym (*yim*) - Gimnasio

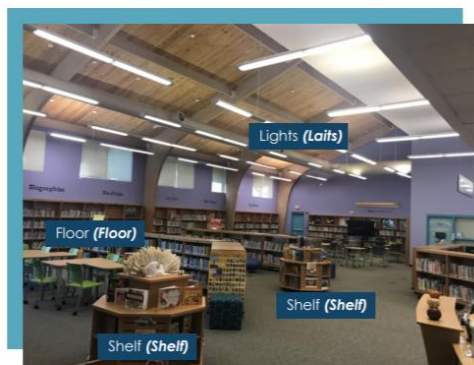


Page #23

Now, let's see some school facilities where you may be at some point when attending other classes, go to administration or play in your free time.

Ahora, veamos algunas instalaciones escolares en las que puedes estar en algún momento cuando asistas a otras clases, vayas a administración o juegues en tu tiempo libre.

Playground (*plei-graund*) - Patio de la Escuela



Library (*lai-brei-ri*) - Biblioteca

Page #24

Dismissal

And we have reached the end of the school day... Just as we talked about different ways to get to school, we use those same ways to leave: by foot, by bike, by car or by bus.

You must pay attention to the school schedule: buses leave at a specific time, those who walk leave at another time and of course, those who go by car too. Therefore, having active listening is super important so that the output is calm and harmonious. Your teacher will help you with this schedule, but you must be very attentive to the call on the intercom/speaker! Remember: This is the time for you to put your things in your backpack: your homework and the materials you need to complete it!

- Well, Carlos... It has been my pleasure to show you a little bit about this new world for you. Keep in my mind that YOU ARE NOT ALONE! We are here to help each other in this new journey! Good-bye!
- Bye, Tim! ¡Ha sido un placer!



Salida



Y hemos llegado a la parte final de la jornada escolar... Así como hablamos de diferentes formas de llegar a la escuela, también usamos esas mismas maneras para irnos: caminando, en bici, en carro o en bus.

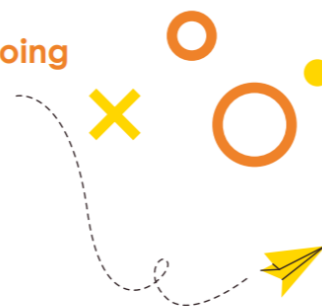
Debes estar atento al horario de la escuela: los buses se van a una hora determinada, los que caminan se van a otra hora y por supuesto, los que van en carro también. Así que tener una escucha activa es super importante para que la salida sea tranquila y armoniosa. Tu maestro(a) te va a ayudar con este horario, ¡pero debes estar muy atento al llamado por el altavoz!

Recuerda: ¡Este es el momento de guardar tus cosas en la mochila: tu tarea y los materiales que necesitas para completarla!

Page #25

Let's see some common phrases and words that are going to help you when leaving the school:

- Pack (**pak**) - empacar
- Homework (**jomguork**) - tarea
- Materials (**matirials**) - materiales
- Lunch box (**lonch box**) - lonchera
- Clean up (**clinap**) - limpiar
- Backpack (**bakpak**) - maleta
- Notebooks (**nout-buk**) - cuadernos
- Pencils (**pensols**) - lapices
- Colored pencils (**colord pensols**) - lápices de colores
- Eraser (**ireiser**) - borrador
- Sharpener (**sharpener**) - sacapuntas
- Folder (**folder**) - carpeta
- Pack your belongings (**pak iur bilonguins**) - empaca tus pertenencias
- Put your homework away (**put iur jomguork ewei**) - Guarda tu tarea
- Get ready to leave (**guet redy tu lif**) - alístate para irte.
- Clean up your mess (**clinap iur mes**) - limpia tu desorden
- Listen carefully (**lisen quer-fuly**) - escucha atentamente
- Carpool riders (**carpul raiders**) - pasajeros de carro
- Walkers (**iokers**) - caminantes
- Bus riders (**bas raiders**) - pasajeros de autobús
- Carpool riders may go up (**carpul raiders mei gou ap**) - Los pasajeros de carro pueden subir
- Walkers may go up (**iokers mei gou ap**) - caminantes pueden subir
- Bus riders may go up (**bas raiders mei gou ap**) - pasajeros de buses pueden subir.



Page #26

- Bueno Carlos... Ha sido un placer mostrarte un poco sobre este nuevo mundo para ti.
¡Recuerda que NO ESTÁS SOLO! ¡Estamos aquí para ayudarnos mutuamente en este nuevo viaje! ¡Adiós!
- ¡Adiós, Tim! ¡Ha sido un placer!



References

- Alemi, M., & Tayebi, A. (2011, January). The influence of incidental and intentional vocabulary acquisition and vocabulary strategy use on learning L2 vocabularies. *Journal of Language Teaching and Research*, 2(1), 81-98.
- Alharbi, A. M. (2015). Building vocabulary for language learning: Approach for ESL learners to study new vocabulary. *Journal of International Students*, 5(4), 501-511.
- Barnes-Karol, G., & Broner, M. A. (2010). Using images as springboards to teach cultural perspectives in light of the ideals of the MLA report. *Foreign Language Annals*, 43(1), 4-39.
- Blackman, T. (2017). Beyond honouring culture in classrooms. *Education*, 98(3), 1.
- Cairo, A., Sumney, D., Blackman, J., & Joyner, K. (2012). F.A.C.E. time (Families and Communities Educating): Accommodating newcomers in elementary school. *Multicultural Education*, 19(2), 55-58.
- Chang, L., & Ma, J. (2018). Comparing the effects of listening input and reading input on EFL learners' incidental vocabulary acquisition. *Chinese Journal of Applied Linguistics*, 41(2), 169-181.
- Chen, D., & Yang, X. (2016). Culture as the core: Challenges and possible solutions in integrating culture into foreign language teaching. *Journal of Language Teaching and Research*, 7(1), 168-177.
- Christ, T., & Wang, X. C. (2010). Bridging the vocabulary gap: What the research tells us about vocabulary instruction in early childhood. *YC Young Children*, 65(4), 84-91.

- Colbert, P. J. (2010). Developing a culturally responsive classroom collaborative of faculty, students, and institution. *Journal of College Teaching and Learning*, 7(11), 15-24.
- Cole, M. (2013). Rompiendo el silencio: Meta-analysis of the effectiveness of peer-mediated learning at improving language outcomes for ELLs. *Bilingual Research Journal*, 36(2), 146-166.
- Dema, O., & Moeller, A. K. (2012). Teaching culture in the 21st century language classroom. *Faculty Publications: Department of Teaching, Learning and Teacher Education*, 74-91.
- Euler, S. S. (2017). Utilizing the project method for teaching culture and intercultural competence. *Die Unterrichtspraxis*, 50(1), 67-78,100.
- Ghanem, C. (2015). Teaching in the foreign language classroom: How being a native or non-native speaker of german influences culture teaching. *Language Teaching Research*, 19(2), 169-186.
- Graves, K. (2000). *Designing language courses: A guide for teachers*. Heinle.
- Hall, C., Smith, P., & Wicaksono, R. (2011). *Mapping applied linguistics: A guide for students and practitioners* (1st ed.). Routledge.
- Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and organizations: Software of the mind. Intercultural cooperation and its importance for survival* (3rd ed.). McGraw-Hill.
- Jimenez, R. T., David, S., Fagan, K., Risko, V., Pacheco, M., Pray, L., & Gonzales, M. (2015). Using translations to drive conceptual development for students becoming literate in English as an additional language. *Research in the Teaching of English*, 49(3), 248-271.
- Karathanos, K. A. (2010). Teaching English language learners in the US mainstream schools: Intersections of language, pedagogy, and power. *International Journal of Inclusive Education*, 14(1), 49-65.

- Kearney, E. (2010). Cultural immersion in the foreign language classroom: Some narrative possibilities. *The Modern Language Journal*, 94(2), 332-336.
- Koizumi, R., & In'nami, Y. (2013). Vocabulary knowledge and speaking proficiency among second language learners from novice to intermediate levels. *Journal of Language Teaching and Research*, 4(5), 900-913.
- Kramsch, C. (1993). *Context and culture in language teaching*. Oxford University Press.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Pergamon.
- Kukulska-Hulme, A. (2010). Learning culture on the move: Where are we heading? *Educational Technology & Society*, 13(4), 4-14.
- Lane, H. B., & Allen, S. A. (2010). The vocabulary-rich classroom: Modeling sophisticated word use to promote word consciousness and vocabulary growth. *The Reading Teacher*, 63(5), 362-370.
- Lee, L. (2009). Promoting intercultural exchanges with blogs and podcasting: A study of Spanish-American telecollaboration. *Computer Assisted Language Learning*, 22(5), 425-443.
- Li, Y., & Zhang, X. (2019). L2 vocabulary knowledge and L2 listening comprehension: A structural equation model. *The Canadian Journal of Applied Linguistics*, 22(1), 85-102.
- Mehta, P. (2017). "Steps to our culture" cultural cultivation and teaching children about a culture "left behind". *Michigan Family Review*, 21(1), 50-75.
- Omaggio-Hadley, A. (2001). *Teaching language in context*. Heinle & Heinle.
- Pacheco, M. B., & Goodwin, A. P. (2013). Putting two and two together: Middle school students' morphological problem-solving strategies for unknown words. *Journal of Adolescents & Adult Literacy*, 56(7), 541-553.

- Pacheco, M. B., David, S. S., & Jiménez, R. T. (2015). TRANSLATING PEDAGOGIES: Leveraging students' heritage languages in the literacy classroom. *Middle Grades Research Journal*, 10(1), 49-63.
- Pang, Y. (2010). Working effectively with ELLs: What public school teachers should know. *New England Reading Association Journal*, 45(2), 69-75,103.
- Peregoy, S. F., & Boyle, O. (2013). *Reading, writing, and learning in ESL: A resource book for teaching K-12 English learners*. Pearson.
- Puzio, K., Keyes, C. S., Cole, M. W., & Jiménez, R. T. (2013). Language differentiation: Collaborative translation to support bilingual reading. *Bilingual Research Journal*, 36(3), 329-349.
- Rapaille, C. (2007). *The culture code: An ingenious way to understand why people around the world buy and live as they do*. Currency.
- Ryan, C. (2013). *Language use in the United States: 2011*. Washington, DC: U.S. Census Bureau.
- Schulz, R. A. (2007). The challenge of assessing cultural understanding in the context of foreign language instruction. *Foreign Language Annals*, 40(1), 9-26.
- Sibanda, J., & Baxen, J. (2018). Third-grade English second language teachers' vocabulary development practices. *South African Journal of Childhood Education (SAJCE)*, 8(1), 1-9. doi:<http://dx.doi.org/10.4102/sajce.V8i1.545>
- Simbula, S. (2010). Daily fluctuations in teachers' well-being: A diary study using the job demands–resources. *Anxiety, Stress, & Coping*, 23(5), 563-584.
- Sun, L. (2013). Culture teaching in foreign language teaching. *Theory and Practice in Language Studies*, 3(2), 371-375.

- Szecs, T., & Szilagy, J. (2012). Immigrant hungarian families' perceptions of new media technologies in the transmission of heritage language and culture. *Language, Culture, and Curriculum*, 25(3), 265-281.
- Szilágyi, J., Giambo, D., & Szecs, T. (2013). "What if I don't speak it?" Classroom strategies to nurture students' heritage languages. *Childhood Education*, 89(2), 117-121.
- Tan, D. (2016). Trends in second/foreign language teaching and learning: The position assigned to the learning of lexis over the years. *Advances in Language and Literary Studies*, 7(6), 84-90.
- Tan, D., Pandian, A., & Jaganathan, P. (2015). Reading for lexical development: Depth of processing and the systematic selection of comprehensible input. *International Journal of Educational Research*, 3(7), 109-120.
- Xue, J. (2014). Cultivating intercultural communication competence through culture teaching. *Theory and Practice in Language Studies*, 4(7), 1492-1498.
- Zhai, L. (2016). A study on chinese EFL learners' vocabulary usage in writing. *Journal of Language Teaching and Research*, 7(4), 752-759.